

Nevada Assessment Policy

**For Programs Operating Under
Workforce Investment Act Title II
Adult Education and Family Literacy Act**

November 2014



Nevada Department of Education



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Table of Contents

Tables and Figures	4
Preface.....	5
Section 1: Introduction and Context	6
A. Need for Assessment Policy	6
B. Purpose and Use of Standardized Assessments	6
C. Summary and Overview of Standardized Assessments	6
D. Resources for Information and Assistance.....	11
E. Validity and Reliability	11
Section 2: General Assessment Requirements.....	12
A. Assessing Learners.....	12
B. Assessments Permitted.....	12
C. Training Requirements for Administering Standardized Assessments.....	14
D. Accommodations for Learners with Disabilities or Other Special Needs	15
Section 3: Guidelines for Each Assessment.....	16
A. Test Administration Manuals.....	16
B. Information Included for Each Assessment (CASAS).....	16
C. Information Included for Each Assessment (TABE CLAS-E)	18
D. Information Included for Each Assessment (TABE 9&10).....	20
E. Information Included for Each Assessment (GAIN).....	22
F. Post-Testing	22
G. Raw Score Conversion and Using Scale Scores to Place Learners into NRS Levels	23
H. Test Security Agreements	23
I. Quality Control Procedures	24
Appendix A: Nevada Assessment System Training Program	26
Appendix.....	33
Post-Assessment Exception Form.....	33

Tables and Figures

Tables 1A – 1C	CASAS Series Approved for Use by WIA Title II Funded Literacy Providers	8
Table 2	TABE CLAS-E Tests Approved for Use by WIA Title II Funded Literacy Providers	10
Table 3	TABE 9&10 Tests Approved for Use by WIA Title II Funded Literacy Providers	10
Table 4	GAIN Tests Approved for Use by WIA Title II Funded Literacy Providers	11
Table 5	Post-test Intervals for Each Assessment	13
Tables 6A – 6D	Information Included for Each Assessment (CASAS)	16
Tables 7A – 7C	Information Included for Each Assessment (TABE CLAS-E)	18
Tables 8A – 8C	Information Included for Each Assessment (TABE 9&10)	20
Tables 9A – 9B	Information Included for Each Assessment (GAIN)	22

Preface

This document provides policy guidelines pertaining to standardized assessment practices in Nevada's adult literacy programs. It also fulfills the mandate from the U.S. Department of Education, Division of Adult Education and Literacy (ED,DAEL) that each state receiving Workforce Investment Act Title II (WIA) funding develop, publish, and implement on an annual basis a written assessment policy (Federal Register 34 CFR 462.40-462.44). The regulation requires states to describe the assessments local programs are to use, when local programs are to administer pretest and post-tests, training requirements for assessments, and assessment administration and reporting requirements.

The Nevada Department of Education – Office of Adult Learning, (NDE-OAL) requires all eligible adult literacy program providers to use standardized assessment instruments from one or more of the following test publishers:

- Comprehensive Adult Student Assessment Systems (CASAS[®])
- CTB/McGraw-Hill's Tests of Adult Basic Education (TABE[®])
- Wonderlic's General Assessment of Educational Needs (GAIN[®]).

Program providers must use LiteracyPro Systems' LACES (Literacy, Adult and Community Education System) data collection and reporting software to report learner progress by educational functioning levels.

All eligible adult literacy program providers must use state approved instruments for state and federal reporting requirements. The use of common assessment instruments based on standardized scaled scores provides National Reporting System (NRS) standardized data and progress reports across all of Nevada's adult literacy providers.

Adult literacy providers may use this document as the policy foundation, in conjunction with test publisher test administration manuals and professional development materials, *Nevada Adult Education ABE Administrator's Handbook*, and regional training workshops to provide a basis for development of local procedures, guidelines, and implementation practices.

Section 1: Introduction and Context

A. Need for Assessment Policy

Standardized, ongoing assessment of learner progress is essential to ensure that all learners become proficient in literacy and language skills. Adult literacy providers must use assessment data to place learners at appropriate levels of instruction, to diagnose learner strengths and weaknesses, to monitor progress, and to certify learner mastery at specific levels of instruction or readiness to exit adult education. To ensure assessment accuracy and consistency, the Nevada Department of Education – Office of Adult Learning, (NDE-OAL) prescribes that WIA funded adult literacy providers use assessments with proven validity and reliability that correlate to the National Reporting System (NRS).

B. Purpose and Use of Standardized Assessments

Subsequent sections of this document provide a more detailed discussion of the purposes, descriptions, policies, and test administration procedures of standardized assessments. In general, assessments are used to ensure accuracy in adult learner placement, in diagnosis of learner strengths and weaknesses, to inform instruction, in monitoring progress, and in certifying learner mastery. Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting.

Use of Informal Assessments

The NDE-OAL encourages local adult literacy providers to use a variety of informal assessments to monitor learning and inform instruction on a regular, ongoing basis if they choose. This includes the use of teacher-made tests, unit tests, portfolios, applied performance assessments, and learner observations.

C. Summary and Overview of Standardized Assessments

This document defines the NDE-OAL assessment policy for the following WIA Title II, Adult Education and Family Literacy Act funded programs: Adult Basic Education (ABE), English as a Second Language (ESL), and Adult Secondary Education (ASE). This document identifies key assessment policies that support:

- Selection and use of assessment instruments
- Test administration, scoring, and reporting of test scores

- Use of test results to inform instruction and improve programs
- Valid and reliable assessment results and related information for accountability reports to local, state, and federal funding sources and policymakers.

The NDE-OAL assessment policy includes the selection and use of appropriate learner assessment and procedures for:

- Accurate learner placement into instructional program and instructional level
- Diagnostic information to inform instruction
- Pretesting and post-testing to monitor progress toward goals
- Certification of level and program completion

This policy also includes staff training and test security requirements for all staff that administers and uses the results of standardized assessments.

Appraisal and Locator Tests: Initial Orientation and Determination of Appropriate Pretest Level

Assessment systems may include appraisal or locator tests which supply basic skill level information for the individual. The test results guide placement into an appropriate instructional program and identify the appropriate pretest level. Appraisal and locator tests are not used to measure learner progress nor can they be used to determine educational functioning level placement. However, NDE-OAL strongly encourages the use of appraisal or locator tests (when available) to ensure appropriate decisions regarding:

1. Educational placement
2. Administration of proper pretest form.
3. Selection of short- and long-term instructional goals.

Adult literacy providers may not use appraisals or locators as pretests or to measure learner progress. Test administration manuals include specific recommendations about which pretest to administer, based on the appraisal or locator test score. Adult literacy providers should administer appraisal and locator tests prior to learner placement and prior to administering the appropriate pretest.

Progress Testing: Pretest and Post-Test

The NDE-OAL encourages adult literacy providers to select a test series based on a learner's goals and the instructional focus of the program. CASAS and TABE tests are appropriate for all program types (Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL)). GAIN can only be used for learners in ABE and ASE programs. Adult literacy providers should administer pretests as soon as feasible after enrollment into the program to facilitate placing the learner into the appropriate instructional level. (Pretests must be administered prior to twelve instructional hours.) Adult literacy providers should administer post-tests at the same level or a higher level than the pretest, depending on the pretest score. CASAS implementers must use an alternate test form within the same test series for post-testing. TABE 9&10 implementers must post-test with the alternate parallel test form (Form 9 or Form 10). TABE CLAS-E offers alternate test forms in each skill level. GAIN has two test forms, one form for use as the pretest and an alternative form for post-testing. With all systems, the post-test must be in the same skills area as the pretest, that is, programs cannot use a reading pretest and a math post-test to determine learner gains. Other sections of this document cover post-testing policies and procedures in more detail.

Approved Assessment Systems

The following tables provide a brief summary of the approved assessment systems in Nevada for ABE, ASE and ESL instructional programs. More complete descriptions of each assessment are provided in *Section 3, Guidelines for Each Assessment*.

Tables 1A-II - CASAS Series Approved for Use by WIA Title II Funded Literacy Providers

Table 1A CASAS – Life and Work Series		
Subject	Reading	
Type of Learner	ABE, ASE, ESL	
EFL Alignment and NRS Scale Scores	EFL Level	NRS Scale Score
	ABE Beginning Literacy	200 and below
	ABE Beginning Basic Education	201-210
	ABE Low Intermediate Education	211-220
	ABE High Intermediate Education	221-235
	ASE Low Education	236-245
	ASE High Education	246 and above
	ESL Beginning Literacy	180 and below
	ESL Low Beginning	181-190
	ESL High Beginning	191-200
	ESL Low Intermediate	201-210
	ESL High Intermediate	211-220
	ESL Advanced	221-235

Table 1B CASAS – Life Skills Series		
Subject	Math	
Type of Learner	ABE, ASE	
EFL Alignment and NRS Scale Scores	EFL Level	NRS Scale Score
	ABE Beginning Literacy	200 and below
	ABE Beginning Basic Education	201-210
	ABE Low Intermediate Education	211-220
	ABE High Intermediate Education	221-235
	ASE Low Education	236-245
	ASE High Education	246 and above

Table 1C CASAS – Secondary Level Assessment		
Subject	Math, Reading	
Type of Learner	ABE, ASE	
EFL Alignment and NRS Scale Scores	EFL Level	NRS Scale Score
	ABE Beginning Literacy	N/A
	ABE Beginning Basic Education	N/A
	ABE Low Intermediate Education	211-220
	ABE High Intermediate Education	221-235
	ASE Low Education	236-245
	ASE High Education	246 and above

Tables 2A-2B – TABE CLAS-E Series Approved for Use by WIA Title II Funded Literacy Providers

Table 2A TABE CLAS-E Reading and Writing Assessments				
Subjects	Reading			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	EFL Level	Reading	Writing	Total Reading and Writing
	ESL Beginning Literacy	250-392	200-396	225-394
	ESL Low Beginning	393-436	397-445	395-441
	ESL High Beginning	437-476	446-488	442-482
	ESL Low Intermediate	477-508	489-520	483-514
	ESL High Intermediate	509-557	521-555	515-556
	ESL Advanced	558-588	556-612	557-600

Table 2B TABE CLAS-E Listening and Speaking Assessments				
Subjects	Listening, Speaking			
Type of Learner	ESL			
EFL Alignment and NRS Scale Scores	EFL Level	Listening	Speaking	Total Listening and Speaking
	ESL Beginning Literacy	230-389	231-425	230-407
	ESL Low Beginning	390-437	426-460	408-449
	ESL High Beginning	438-468	461-501	450-485
	ESL Low Intermediate	469-514	502-536	486-525
	ESL High Intermediate	515-549	537-567	526-558
	ESL Advanced	550-607	568-594	559-600

Table 3 – TABE 9&10 Series Approved for Use by WIA Title II Funded Literacy Providers

TABE – Forms 9 and 10				
Subjects	Reading; Applied Math; Language (e.g. Writing)			
Type of Learner	ABE, ASE			
EFL Alignment and NRS Scale Scores	EFL Level	Reading	Applied Math	Language
	ABE Beginning Literacy	160-367	160-344	160-389
	ABE Beginning Basic Ed.	368-460	345-444	390-490
	ABE Low Intermediate Ed.	461-517	445-500	491-523
	ABE High Intermediate Ed.	518-566	501-553	524-559
	ASE Low Education	567-595	554-589	560-585
	ASE High Education	596-812	590-795	586-826

Table 4 – GAIN Series Approved for Use by WIA Title II Funded Literacy Providers

GAIN			
Subjects	English; Math		
Type of Learner	ABE, ASE		
EFL Alignment and NRS Scale Scores	EFL Level	English	Math
	ABE Beginning Literacy	200-406	200-314
	ABE Beginning Basic Ed.	407-525	315-522
	ABE Low Intermediate Ed.	526-661	523-669
	ABE High Intermediate Ed.	662-746	670-775
	ASE Low Education	747-870	776-854
	ASE High Education	871-1000	855-1000

D. Resources for Information and Assistance

Individuals requiring information or assistance related to assessment policy or procedures in Nevada should contact the NDE-OAL at (775) 687-7294.

For specific information about CASAS assessments, contact Linda Taylor, Director of Assessment Development at CASAS, by telephone at 1-800-255-1036, ext. 186, or e-mail at ltaylor@casas.org.

For specific information about TABE assessments, contact Geri B. Ray, State Solutions Manager for CTB/McGraw-Hill, by telephone at (831) 917-8371, or e-mail at geri_ray@ctb.com.

For specific information about GAIN assessments, contact Bill Walker, Director of Adult and Workforce Education Solutions for Wonderlic, by telephone at (800) 323- 3742, or e-mail at bill.walker@wonderlic.com.

E. Validity and Reliability

Each test publisher maintains its own information on the validity and reliability of its instruments. All assessments authorized for use in Nevada have been approved by the United States Department of Education, Office of Vocational and Adult Education.

Section 2: General Assessment Requirements

A. Assessing Learners

All learners reported in the NRS must be assessed using DAEL-approved standardized assessments that meet NRS requirements and are sanctioned for use by the NDE-OAL.

B. Assessments Permitted

All assessments listed in Tables 1 through 5 meet NRS requirements, and are sanctioned by NDE-OAL. Additionally, the assessments:

- Are appropriate for measuring literacy and language development of adult learners.
- Have standardized administration and scoring procedures
- Have alternate, equivalent forms for pretest and post-testing.
- Have evidence linking them to the NRS Educational Functioning Levels.

For specific information on assessments permitted, refer to *Section 3, Guidelines for Each Assessment*.

Uniform Test Administration Times

The majority of assessments include appraisal or locator tests that learners should take prior to taking a pretest. Learners should take a pretest as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention (maximum of 12 instructional hours). Adult literacy providers should assess learners in the areas that are the focus of instruction, using an appropriate standardized test. Adult literacy providers should administer post-tests, using an alternate form, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains.

Table 5 - Post-test Intervals for Each Assessment

Assessment Group	Post-test Interval	Exception to Post-test Interval Minimum
CASAS – All Learners	After 50 hours of instruction	40-49 hours, waiver required
TABE 9&10 – Learners Pretesting into ABE Levels 1-4; Post-testing with an alternate form (ie. 9M to 10M)	After 60 hours of instruction	50-59 hours, waiver required
TABE 9&10 – Learners Pretesting into ABE Levels 1-4; Post-testing with same form (ie. 9M to 9M)	After 120 hours of instruction	No Exception
TABE 9&10 – Learners Pretesting into ASE Levels 5-6; Post-testing with an alternate form (ie. 9M to 10M)	After 40 hours of instruction	No Exception
TABE 9&10 – Learners Pretesting into ASE Levels 5-6; Post-testing with an alternate form (ie. 9M to 10M)	After 40 hours of instruction	No Exception
TABE CLAS-E –Post-testing with an alternate form (ie. A2 to B2)	After 60 hours of instruction	50-59 hours, waiver required
TABE CLAS-E – Post-testing with same form (ie. A2 to A2)	After 100 hours of instruction	No Exception
GAIN – All Learners	After 60 hours of instruction	No Exception

Criteria for Exceptions to the Post-test Interval

Individual learners who indicate they are leaving the program before the scheduled post-test time may be assessed to maximize collection of paired test data. The learner must have accrued the minimum required instructional hours for an exception to the post-test interval.

Post-test Exception Waiver Usage and Reporting

Programs must make every effort to insure learners meet the recommended post-test interval. The use of exception waivers should be limited and rare. NDE-OAL staff will monitor the use of waivers. Programs found to be relying on an unreasonable amount of waivers will receive technical assistance focused on the reduction of waiver reliance.

A *Post-test Exception Waiver Form* (see Appendix B), must be kept with the student record for each learner granted an exception. The form must be filled completely and be signed by a program authorized staff.

Retesting and Stop-Outs

Post-test scores obtained at the end of a reporting period may serve as a pretest for the next reporting period, if the interim does not exceed three months. Similarly, providers may use the most recent assessment results for “stop-outs” returning to adult education classes if the last test administered does not exceed the same three month window. The NDE-OAL has designed this policy to reduce or eliminate unnecessary testing.

A program may wish to retest students returning before the end of three months if there is reason to believe that a significant learning intervention occurred during the learner’s absence that may invalidate the previous assessment results. Retesting with an alternate form is always an option.

Required Pre-/Post-Match Percentages

NDE-OAL requires that local adult education providers have a pre-post match of no less than seventy percent. To achieve this goal, programs must adhere to post-testing recommendations and retain their students for a sufficient length of time to qualify for post-testing.

C. Training Requirements for Administering Standardized Assessments

The NDE-OAL requires that agency staff members who are directly involved in the student assessment process receive formal implementation training through the *Nevada Assessment System Training Program* (NvAST). Training in the assessment system is required to ensure accurate use of tests, appropriate interpretation of learner results, and to maintain the integrity and quality of the assessment process. The training program describes what trainings are required, who must be trained, how often the trainings must occur, and who is authorized to provide training.

See Appendix B, *Nevada Assessment System Training Program*, for complete details.

Use of Assessment Instruments in Trainings

For training purposes, instructors may examine assessment materials for review purposes only. It is essential that this occur in a controlled, supervised environment with test security safeguards in place. Trainers should take special care to ensure the collection of all test booklets at the completion of training.

D. Accommodations for Learners with Disabilities or Other Special Needs

Accommodations in testing alter the conditions for administering a test or change the nature of an assessment instrument, allowing test takers with disabilities to demonstrate their skills and abilities more accurately. Proper accommodations meet the needs of examinees without changing what the test measures.

Adult literacy providers are responsible for providing fully accessible services and for ensuring that these services meet reasonable criteria. Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. Adult literacy providers should document the need to use a learner accommodation in official learner records. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, or other clinical records.

Accommodated assessments shall be:

- in compliance with accommodated testing guidelines, policies and procedures established by the local education program; and
- in compliance with test publisher guidelines.

Use of Appropriate Test Forms

Test publishers provide some tests in a format appropriate for learners with disabilities, such as Braille tests and large-print tests. Please contact your test publisher for information on other test formats. Alternate test formats must meet standardized test development procedures. Do not change a test format locally.

Section 3: Guidelines for Each Assessment

A. Test Administration Manuals

The NDE-OAL requires that local adult education programs follow the test administration guidelines provided by the test publisher. Local adult education programs must have test administrative manuals on hand for each assessment used in the program.

B. Information Included for Each Assessment (CASAS)

Tables 1A-1C in Section 1, *CASAS Series Approved for Use by WIA Title II Funded Programs*, provides information about which assessments are appropriate for which learner populations. Tables 6A through 6D provide detailed information about CASAS assessment series that have been sanctioned for use.

TABLE 6A	CASAS Life Skills Math Series
Item Type/Content	Practical application of math and numeracy skills
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Expiration Date	
Version Availability	Print and Computer-based
Administration Time	One hour
Locator/Appraisal	Use ECS Form 130 or Life Skills Form 30
Forms Available	31M, 32M, 33M, 34M, 35M, 36M, 37M, 38M
Length before Post-test	50 – 100 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for CASAS

TABLE 6B	CASAS Life and Work Reading Series
Item Type/Content	Everyday life and workplace reading skills
Applicable Program(s)	ABE, ASE, ESL
Subject or Modality	Reading
Expiration Date	
Version Availability	Print and Computer-based
Administration Time	One hour
Locator/Appraisal	Reading Appraisal Form 80
Forms Available	81R, 82R, 81RX, 82RX, 83R, 84R, 85R*, 86R*, 185R, 186R, 187R, 188R (*workplace focused)
Length before Post-test	50 – 100 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for CASAS

TABLE 6C	CASAS Secondary Level Assessment Math Series
Item Type/Content	Academic assessment for GED, Adult Secondary, and transition to Postsecondary
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Expiration Date	
Version Availability	Print and Computer-based
Administration Time	One hour
Locator/Appraisal	ESC Appraisal Form 130
Forms Available	505, 506
Length before Post-test	50 – 100 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for CASAS

TABLE 6D	CASAS Secondary Level Assessment Reading Series
Item Type/Content	Academic assessment for GED, Adult Secondary, and transition to Postsecondary
Applicable Program(s)	ABE, ASE
Subject or Modality	Reading for Language Arts
Expiration Date	
Version Availability	Print and Computer-based
Administration Time	One hour
Locator/Appraisal	ESC Appraisal Form 130
Forms Available	513, 514
Length before Post-test	50 – 100 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for CASAS

C. Information Included for Each Assessment (TABE CLAS-E)

Tables 2A-2B in Section 1, *TABE CLAS-E Series Approved for Use by WIA Title II Funded Programs*, provides information about which assessments are appropriate for which learner populations. Tables 7A through 7D provide detailed information about TABE CLAS-E assessments that have been sanctioned for use.

TABE CLAS-E provides assessments in four English language skill areas, reading, listening, writing and speaking. Each skill area has four difficulty levels (1-4) and each level has two equivalent alternate forms (A, B). In addition to the four test levels, there is the Locator Test, an optional test placement tool, which is administered in two sections: the Locator Interview and the Locator Test, each with two parts.

Programs may assess learners in a single skill area or multiple skill areas, as appropriate. Total scaled score ranges are used when the reading and listening tests are given together and when the speaking and writing tests are given together (see Tables 2A-2B for NRS total scaled score ranges.) Note: The writing assessment consists of two parts, which must be administered together.

TABLE 7A	TABE CLAS-E Reading Test
Item Type/Content	Language proficiency of adult English language learners in the area of reading
Applicable Program(s)	ESL
Subject or Modality	Reading
Expiration Date	
Version Availability	Print
Administration Time	25 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for TABE

TABLE 7B	TABE CLAS-E Listening Test
Item Type/Content	Language proficiency of adult English language learners in the area of listening
Applicable Program(s)	ESL
Subject or Modality	Listening
Expiration Date	
Version Availability	Print with audio media
Administration Time	20 minutes
Locator/Appraisal	TABE CLAS-E Locator with audio media
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for TABE

TABLE 7C	TABE CLAS-E Speaking Test
Item Type/Content	Language proficiency of adult English language learners in the area of speaking
Applicable Program(s)	ESL
Subject or Modality	Speaking
Expiration Date	
Version Availability	Print
Administration Time	15 minutes
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours
Post-test Exception	Yes, see Table XX
Training Requirements	NvAST Basics; NvAST for TABE

TABLE 7D	TABE CLAS-E Writing Test
Item Type/Content	Language proficiency of adult English language learners in the area of writing
Applicable Program(s)	ESL
Subject or Modality	Writing
Expiration Date	
Version Availability	Print
Administration Time	47 minutes (Writing Mechanics: 20 minutes; Expository Writing Folio: 27 minutes)
Locator/Appraisal	TABE CLAS-E Locator
Forms Available	A1, A2, A3, A4, B1, B2, B3, B4
Length before Post-test	60 hours
Post-test Exception	Yes, see Table XX
Training Requirements	NvAST Basics; NvAST for TABE

D. Information Included for Each Assessment (TABE 9&10)

Table 3 in Section 1, *TABE 9&10 Series Approved for Use by WIA Title II Funded Programs*, provides information about which assessments are appropriate for which learner populations. TABE 9&10 has two components; Complete Battery and Survey. The complete battery consists of five levels (L, E, M, D, and A) and two forms (9 and 10). Subtests cover reading, math computation, applied mathematics, and language. The survey consists of four levels (E, M, D, and A) and two forms (9 and 10). Subtests are the same as in the Complete Battery. Tables 8A through 8C provide detailed information about TABE assessments that have been sanctioned for use.

NOTE: Vocabulary, Language Mechanics, and Spelling are optional tests available in the complete battery that cannot be used for measuring learner progress or for educational functioning level placement.

NOTE: TABE Computer Adaptive test is not authorized by DAEL for NRS reporting purposes.

Table 8A	TABE Language Test
Item Type/Content	Use, mechanics, formation and development of English in life and work
Applicable Program(s)	ABE, ASE
Subject or Modality	Language
Expiration Date	
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery: 50 minutes ; Survey: 25 minutes
Locator/Appraisal	TABE Locator
Forms Available	9, 10 (Levels L, E, M, D, A)
Length before Post-test	50 – 60 hours for learners pre-testing in NRS levels 1-4 30-59 hours for learners pre-testing in NRS 5-6
Post-test Exception	Conditional, see Table 6
Training Requirements	NvAST Basics ; NvAST for TABE

Table 8B	TABE Reading Test
Item Type/Content	Reading items from everyday life and work, fictional and non-fictional
Applicable Program(s)	ABE, ASE
Subject or Modality	Reading
Expiration Date	
Version Availability	Print and Computer-based (TABE PC and TABE Online)
Administration Time	Complete Battery: 50 minutes ; Survey: 25 minutes
Locator/Appraisal	TABE Locator
Forms Available	9, 10 (Levels L, E, M, D, A)
Length before Post-test	50 – 60 hours for learners pre-testing in NRS levels 1-4 30-59 hours for learners pre-testing in NRS 5-6
Post-test Exception	Conditional, see Table 6
Training Requirements	NvAST Basics; NvAST for TABE

Table 8C	TABE Applied Mathematics Test
Item Type/Content	Mathematical items from life, work and other familiar contexts
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Expiration Date	
Version Availability	Print and Computer-based (local computer and online)
Administration Time	Complete Battery: 50 minutes ; Survey: 25 minutes
Locator/Appraisal	TABE Locator
Forms Available	9, 10 (Levels L, E, M, D, A)
Length before Post-test	50 – 60 hours for learners pre-testing in NRS levels 1-4 30-59 hours for learners pre-testing in NRS 5-6
Post-test Exception	Yes, see Table 6
Training Requirements	NvAST Basics; NvAST for TABE

E. Information Included for Each Assessment (GAIN)

Table 4 in Section 1, *GAIN Series Approved for Use by WIA Title II Funded Programs*, provides information about which assessments are appropriate for which learner populations. Tables 9A and 9B provide detailed information about GAIN assessments that have been sanctioned for use.

Table 9A	GAIN English Test
Item Type/Content	English skills as described in the six ABE/ASE EFLs defined by the NRS
Applicable Program(s)	ABE, ASE
Subject or Modality	English
Expiration Date	
Version Availability	Print and Computer-based (online)
Administration Time	45 minutes (plus 5 minutes for instructions)
Locator/Appraisal	None
Forms Available	A, B
Length before Post-test	60 hours
Post-test Exception	None
Training Requirements	NvAST Basics; Wonderlic Training

Table 9B	GAIN Math Test
Item Type/Content	Math skills as described in the six ABE/ASE EFLs defined by the NRS
Applicable Program(s)	ABE, ASE
Subject or Modality	Math
Expiration Date	
Version Availability	Print and Computer-based (online)
Administration Time	45 minutes (plus 5 minutes for instructions)
Locator/Appraisal	None
Forms Available	A, B
Length before Post-test	60 hours
Post-test Exception	None
Training Requirements	NvAST Basics; Wonderlic Training

F. Post-Testing

See Section 2, *Uniform Test Administration Times*, for post-testing requirements.

G. Raw Score Conversion and Using Scale Scores to Place Learners into NRS Levels

Each Test publisher provides charts and guidelines for converting raw scores to scale scores. The NDE-OAL requires adult literacy providers to use these as reference points. All test publishers have subdivided scaled score ranges to correspond to the NRS levels.

NRS guidelines require appropriate placement of learners in instructional areas. Adult literacy providers should use the skill area (for example, reading, or math) with the lower pretest score to place learners, provided the learner is to receive instruction in the skill related to the lower instructional level.

H. Test Security Agreements

The NDE-OAL requires that all WIA Title II funded adult literacy providers sign an annual test security agreement. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all assessment materials, including test administration manuals and answer sheets which contain marks or responses.
- All assessment materials should be stored in a locked, preferably fireproof, file cabinet accessible to the program director and/or the director's designee(s).
- Staff members who administer assessments should return all materials immediately after use to the program director or the director's designees.
- All answer sheets and writing samples are treated as confidential until destroyed.
- Duplication of any test form or any portion of any test form for any reason is prohibited.
- Defaced materials may not be destroyed unless authorized by NDE-OAL.
- Adult literacy providers may not use displays, questions, or answers that appear on any test to create materials designed to teach or prepare learners to answer test items. Instead, programs should use instructional resources provided by the respective test publisher, and other support materials to link standards, curriculum, assessment, and instruction.

I. Quality Control Procedures

Entry of Assessment Data

The NDE-OAL requires adult literacy providers to enter assessment data into the LACES database within thirty days of the test date.

Quality Control Procedures

The NDE-OAL uses the following quality control procedures to ensure appropriate local assessment and data collection:

- The LACES data system has error checks programmed into the system related to assessment reporting. Out-of-range scale scores, incorrect forms, and inappropriate post-test times are recognized by the system so that the local program will know when an assessment has been administered improperly. Additionally, the data system provides exports of data and reports with detailed information related to learner, staff, and class performance related to assessments. Local programs should review these reports after each entry of learner assessment information to identify areas for improvement in assessment administration and instructor performance.
- Statewide quarterly desk reviews of data assists NDE-OAL in monitoring the data collecting and reporting process and in identifying data collection and assessment issues that may need to be addressed through targeted training and technical assistance. Annual monitoring of funded agencies also includes onsite verification that local providers have policies and procedures in place to ensure accurate and complete data collection and to ensure the appropriate administration, scoring and reporting of assessment results.

Purchasing Procedures for Each Assessment

The NDE-OAL requires programs to order assessments authorized for use in Nevada directly from the test publisher. Please refer to the publisher's website for ordering information.

CASAS	http://www.casas.org
TABE	http://www.ctb.com/TABE
GAIN	http://www.wonderlic.com

Improper use of Assessments

- Teaching to the actual test item
- Copying and distributing a test item or test booklet as a study guide to unauthorized personnel or learners prior to or after test administration.

- Administering a lower-level test to artificially increase the learning gain between pre- and post-tests.
- Reducing the amount of time given on a pretest while increasing the amount of time on a post-test.
- Deleting test answers on the pretest to lower the test score.
- Deleting accurate tests to manipulate the learning gains.
- Duplicating or copying the test of one learner and replacing the identification number with that of another learner.
- Altering test items or test score information.
- Providing the answers to test questions.
- Translating test items and answers into another language.
- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains.
- Failing to administer tests at specific agency sites or in certain program areas.
- Excluding certain individuals or groups who have attended 12 hours or more from testing.

Appendix A: Nevada Assessment System Training Program

For agencies operating under Title II of the Workforce Investment Act

Goals

1. To maintain the integrity and quality of the assessment process.
2. To insure high quality assessment data.
3. To comply with state and federal guidelines and regulations.

Nevada Assessment System Trainings, CASAS Implementation Trainings, LACES Trainings and Specialized Trainings

Nevada Assessment System Trainings are specialized comprehensive trainings designed to include the various requirements of:

- Comprehensive Adult Student Assessment Systems® (CASAS)
 - Requires agency personnel to have CASAS Implementation Training (IT) before ordering and administering tests.
- CTB/McGraw-Hill®
 - Requires agency personnel to follow specific guidelines to be eligible to administer the Tests of Adult Basic Education (TABE).
- Wonderlic®
 - Requires training for proctors who administering the General Assessment of Instructional Needs (GAIN) tests for NRS purposes.
- The Nevada Department of Education – Office of Adult Learning (NDE-OAL)
 - Also requires CASAS IT training and TABE training for certain Nevada personnel.
 - Requires that most Nevada Data/MIS operators receive training in the LiteracyPro Systems LACES software system.
- Code of Federal Regulations (34 CFR 462.40-462.44)
 - Requires that assessment training include:
 - NRS policy, accountability policies and data collection process.
 - Definitions of measures.
 - Conducting assessments.

CASAS offers many other trainings for administrators, practitioners, and data personnel. NDE-OAL encourages participation in these optional programs.

Personnel Requiring Training

All personnel (paid staff or volunteers) directly involved in the assessment process are considered “Assessment Personnel” and must receive *Nevada Assessment System Training*. This includes but is not limited to directors, coordinators, navigators, teachers, instructors, tutors, test administrators, test scorers, and data managers.

Personnel are considered directly involved if they:

- Administer or score assessments;
- Compile or interpret reports using assessment data;
- Make decisions on placement, advancement or the determination of next test level; or
- Make instructional program planning decisions.

Data personnel may or may not qualify as assessment personnel. Additional training requirements are set forth for data personnel. Staff members are considered data personnel if they directly administer or operate the LACES database system.

Exclusions:

- Teacher’s aides and helpers under the direct supervision of trained personnel.
- Data entry clerks under the direct supervision of trained personnel.

Furthermore, agencies must comply with any and all assessment vendor training requirements for any assessment instrument used.

Approved Nevada Assessment System Trainings

Nevada Assessment System Training - Basics

Audience:

- All Assessment Personnel

Core curriculum includes:

- Administering assessments
- Interpreting assessment results
- NRS policy, accountability policies and data collection process
- Definitions of measures

Nevada Assessment System Training - CASAS

Audience:

- All Assessment Personnel using the CASAS system

Core curriculum includes:

- *CASAS Implementation Training*
 - Initial training for conducting assessments)
- *CASAS Beyond Implementation Training*
 - Refresher training for conducting assessments

Nevada Assessment System Training - TABE

Audience:

- All Assessment Personnel using the TABE system

Core curriculum includes:

- Administering TABE assessments
- Interpreting TABE assessment results

Nevada Assessment System Training - GAIN

Audience:

- Assessment Personnel that proctor the GAIN tests

Core curriculum includes:

- Required training for GAIN proctors, provided by Wonderlic

Nevada Assessment System Training – Administrators

The NvAST Admin module is specifically designed to address the special need for agency directors to have a comprehensive overview of the assessment system and policies. This module satisfies the training requirement for program directors and other upper-level program administrators that are not directly involved with test proctoring activities.

Audience:

- Agency Directors
- Other upper-level agency administrators

Core curriculum includes:

- Comprehensive overview of the Nevada Assessment System
- Nevada Assessment Policy and other Nevada policies relating to assessments
- NvAST Basics Module
 - Administering assessments
 - Interpreting assessment results
 - NRS policy, accountability policies and data collection process
 - Definitions of measures

Nevada NRS/MIS Training

Audience:

- Data Personnel
- Agency Administrators

Curriculum includes topics such as:

- Nevada policy, NRS policy, accountability policies, and data collection process;
- Definitions of measures;
- Using data to improve program performance; and/or
- Updates and changes to the LACES software

LACES Database Training

Audience:

- All Data Personnel

Core curriculum includes:

- Essential concepts of using the database
- Lifecycle of adult education program data entry
- Report generation
- Error checking and correction

Data Personnel Refresher Training and Activities

Audience:

- Data Managers

Approved Trainings and Activities:

- Participation in a LiteracyPro Systems provided LACES training or other LACES training conducted by a state trainer;
- Participation in a NvAST Admin training module;
- Participation in a test publisher sponsored training on the administration of their assessment product, and/or
- Participation in a state-sponsored training or activity pre-designated by NDE-OAL as satisfying this requirement.

NvAST Training Module	Assessment Personnel	Data Personnel	Agency Director	Agency Data Manager
NvAST Basics	Required	Required	Included in Admin Module	Required
NvAST CASAS	Required if using CASAS	Required if staff member qualifies as Assessment Personnel, otherwise optional.	Required if proctoring CASAS tests	Required
NvAST TABE	Required if using TABE	Required if staff member qualifies as Assessment Personnel, otherwise optional.	Required	Required
NvAST GAIN	Required if proctoring GAIN tests	Required if proctoring GAIN tests	Required if proctoring GAIN tests	Required if proctoring GAIN tests
NvAST Admin	N/A	N/A	Required	Optional
LACES Basics	N/A	Required	Optional	Required
Data Personnel Refresher	N/A	Required – May receive training from Agency Data Manager.	Optional	Required
NRS/MIS Trainings	Optional	Optional	Optional	Required

Procedures and Timelines

Assessment Personnel

NvAST Basics - Newly placed assessment personnel receive training from trained agency staff. Formal training should occur as soon as possible, but no later than six (6)

months after placement date. Personnel are not required to repeat the training unless deemed necessary by the NDE-OAL due to significant system changes.

NvAST CASAS Newly placed assessment personnel using the CASAS system can receive training from trained agency staff. *CASAS Implementation Training* should occur as soon as possible, but no later than six (6) months after placement date. Veteran CASAS assessment personnel are required to participate in a *CASAS Beyond Implementation Training* refresher within thirty-six (36) months of the prior initial or refresher training.

NvAST TABE – Newly placed assessment personnel using the TABE system can receive training from trained agency staff. *Nevada Assessment System Training – TABE* should occur as soon as possible, but no later than six (6) months after placement date. Personnel are not required to repeat the training unless deemed necessary by the test publisher or NDE-OAL due to significant system changes.

NvAST GAIN – Newly placed assessment personnel using the TABE system can receive training from trained agency staff. *Nevada Assessment System Training – TABE* should occur as soon as possible, but no later than six (6) months after placement date. Personnel are not required to repeat the training unless deemed necessary by the test publisher or NDE-OAL due to significant system changes.

NvAST Admin - Newly placed agency directors can receive training from trained agency staff. Formal training should occur as soon as possible, but no later than three (3) months after placement date. Personnel are not required to repeat the training unless deemed necessary by the NDE-OAL due to significant system changes.

Data Personnel

LACES Database Training – Newly placed personnel can receive training from trained agency staff. Formal training should occur as soon as possible, but no later than three (3) months after placement date. Data personnel are not required to repeat the *LACES Database Training*.

Data Personnel Refresher Trainings – Data personnel are required to participate in a *Data Personnel Refresher Training or Activity* within twenty-four (24) months of the prior required training. The agency data manager is required to participate in an approved *Data Personnel Refresher Training or Activity* while other agency data personnel may receive refresher training from an agency data manager

On-going Training – NDE-OAL requires data managers to participate in regular Nevada LACES User Group (NLUG) meetings and the annual *Nevada NRS/MIS Training*. Additional NRS/MIS trainings may also be required. NLUG Meetings and NRS/MIS

trainings do not satisfy the requirements of a state-approved TOPS training unless pre-designated by NDE-OAL as such.

When and Where to Receive Training and by Whom

NvAST Basics Training

North and south regional trainings are presented semi-annually in Reno and Las Vegas. Training dates are published in the annual *Nevada ABE Calendar*. Trainings are conducted by qualified NDE-OAL staff.

NvAST CASAS Training

North and south regional trainings are presented semi-annually in Reno and Las Vegas. Training dates are published in the annual *Nevada ABE Calendar*. Trainings are conducted by a certified State CASAS Trainer.

NvAST TABE Training

TABE trainings are available on an as needed basis. Contact NDE-OAL to schedule training. This training is conducted by CTB/McGraw, qualified NDE-OAL staff, and/or qualified in-service staff.

NvAST Admin Training

Admin module trainings are available on an as needed basis. Contact NDE-OAL to schedule training. This training is conducted by qualified NDE-OAL staff.

Nevada NRS/MIS Training

This training is offered annually on the Friday following the Spring Directors' Meeting. This training is conducted by NDE-OAL staff.

LACES Database Training

This training is offered as needed by state trainers and is also available in multiple formats directly from LiteracyPro Systems.

Data Personnel Refresher Training and Activities

These trainings and activities are offered as needed by state trainers and/or are also available from respective vendors.

Scheduled training event dates are published in the annual *Nevada ABE Calendar*. Training event venue locations are announced at least six weeks prior to the event. Contact the NDE-OAL to inquire about the availability of ad-hoc trainings.

Fiscal Responsibility

Approved trainings required under the *Nevada Assessment System Training Program* and conducted by NDE-OAL or its agents are provided at no cost to attendees. Local educational agencies may be assessed for requested ad-hoc trainings. Costs associated with attending the trainings, such as registration fees for vendor-sponsored events, travel, lodging, food, and other per diem expenses are the responsibility of the local educational agency and/or the attendee.

Accountability

It is the responsibility of each local educational agency to maintain a database listing of each staff member's hire date, training requirements, and training history.

Notes

- Newly introduced assessment instruments cannot be implemented until they are approved by NDE-OAL and any additional training requirements are set forth.

Post-Assessment Exception Form

Adult educators must document reasons for all post-assessments administered prior to the recommended timeframes for post-testing as stipulated in *Nevada Assessment Policy*, Section 2.

This form must be filed with the student's records, and a copy of the form must be forwarded to the Adult Education Program Director to remain on file in his/her office. The files are subject to review during monitoring and site visits.

Instructions: Fill in student's name, LACES ID, and answer all status questions. Check reason(s) for exception. Complete the adult educator section and sign.

Student Name: _____ **Student ID#:** _____

Assessment Used: _____ **# of Instructional Hours :** _____

Reason(s) for post-assessment exception (check all that apply):

___ Student indicated he/she was leaving the program and has accrued the minimum required instructional hours.

___ Student's initial assessment, educational goals or level of participation suggest he/she may pass a state-approved high school equivalency examination and exit the program prior to the recommended number of hours. Student has accrued the minimum required instructional hours.

Adult educator's name (please print): _____

Signature _____ **Date** _____

Agency _____